

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Rita A. King
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Christ the King School
(As it should appear in the official records)

School Mailing Address 412 Cochran Road
(If address is P.O. Box, also include street address)

Lexington Kentucky 40502-2314
City State Zip Code+4 (9 digits total)

Tel. (859) 266-5641 Fax (859) 266-4547

Website/URL http://cathedralschool.cdlex.org Email rking@ctkschool.cdlex.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Sr. Bernadette McManigal, B.V.M.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Lexington Tel. (859) 253-1993

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Patty Schuette
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 9 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|-------|------------|--------------|---------------------------------------|-------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | 7 | 24 | 35 | 59 |
| K | 23 | 27 | 50 | 8 | 41 | 20 | 61 |
| 1 | 32 | 28 | 60 | 9 | | | |
| 2 | 26 | 33 | 59 | 10 | | | |
| 3 | 27 | 33 | 60 | 11 | | | |
| 4 | 29 | 27 | 56 | 12 | | | |
| 5 | 40 | 20 | 60 | Other | | | |
| 6 | 26 | 31 | 57 | | | | |
| | | | TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | 522 |

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>97</u> | % White |
| <u>1</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|------------|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 3 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 6 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 9 |
| (4) | Total number of students in the school as of October 1 | 522 |
| (5) | Subtotal in row (3) divided by total in row (4) | .017 |
| (6) | Amount in row (5) multiplied by 100 | 1.7% |

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 8*

Specify languages: Indonesian, Gaelic, French Canadian, Hindu, Spanish, Polish, Tagalog, Croatian

* Languages spoken by parents and children at home

9. Students eligible for free/reduced-priced meals: 1%

8 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 20 %
106 Total Number of Students Served*

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>22</u> Specific Learning Disability |
| <u>1</u> Hearing Impairment | <u>15</u> Speech or Language Impairment |
| <u>0</u> Mental Retardation | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Multiple Disabilities | <u>0</u> Visual Impairment Including Blindness |

*Included in the number “Students receiving special education services” are 61 students who do not meet the IDEA’s conditions for having a “specific learning disability” but who need and receive additional services through remedial math, reading, or study skills classes in order to be successful at Christ the King School. These 61 students are not included in the IDEA Specific Disabilities numbers above.

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|-------------------------|-------------------------|
| | <u>Full-time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>18</u> | <u>5</u> |
| Special resource teachers/specialists | <u>5</u> | <u>5</u> |
| Paraprofessionals | <u>4</u> | <u>1</u> |
| Support staff | <u>5</u> | <u>8</u> |
| Total number | <u>30</u> | <u>23</u> |

12. Student-“classroom teacher” ratio: 19:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 99% | 98% | 97% | 98% |
| Daily teacher attendance | 96% | 98% | 98% | 97% | 98% |
| Teacher turnover rate | 15% | 4% | 18% | 15% | 7% |
| Student dropout rate | 0 | 0 | 0 | 0 | 0 |
| Student drop-off rate | .25% | 1 % | 1% | -.1% | .5% |

PART III - SUMMARY

A small Catholic population moving into the post-World War II housing boom on the outskirts of Lexington, Kentucky, first erected a portable wooden structure for worship. In 1951 they opened the impressive, sandstone Christ the King School indicating their commitment to the future. Today, a stately Cathedral has replaced the makeshift church, and 26 classrooms, a science lab, kitchen and cafeteria, a multi-use theater, meeting rooms, and gymnasium now support the parish school. The 2002 building project readied CKS for the 21st Century.

Sisters of Divine Providence no longer teach at CKS, but Catholicity governs the school's mission. Responsibility, academic excellence, and Catholic values emanate from the school motto "Character, Knowledge, Spirit." Parents commit to the philosophy and appreciate the lowest tuition costs of Catholic education in the city. Five hundred twenty-two children in Kindergarten through 8th grade and a staff of 53 answer the morning call to prayer. The day unfolds with emphasis on respect for self, care for others, and personal development.

Students, teachers, and parents collaborate in the outreach activities that typify Christ the King School: cleaning the church, knitting scarves for the homeless, collecting books for a hurricane ravaged school, creating cards for shut-ins, bringing, preparing, and serving meals at Lexington's Hope Center, providing bird feeders at the University Arboretum, planting tulips, gathering used supplies for school pals in Ghana, sewing pillows for Hospice patients. Eighth graders, alone, perform 1,500 hours of individual community service annually in preparation for their Confirmation. Many teachers and parents volunteer in the same programs they encourage among the students. Traditional non-profit agencies and private individual needs receive attention.

Research drives the pursuit of quality curriculum. Long range plans and curriculum/technology committees provide the framework for continual improvement for the next six years. The attached test scores reveal that CKS students read and calculate proficiently, many at the distinguished level, but test scores do not reveal the rounded education they receive. Spanish learning begins at Kindergarten and advances twice per week through grade five. Middle school students study Spanish, French, or Latin three days per week for the equivalent of a first year high school course. Students of all ages lector or cantor at Mass. Seventh and 8th graders present a Broadway style musical every spring. Academic and math teams compete locally, regionally and statewide. Students annually participate in the State Kentucky Youth Assembly with a Governor and a Speaker of the House in the last two years. Children learn lifelong fitness in physical education classes and athletic teams. They learn principles of design, color, and technique in art classes. Every graduate has mastery of keyboarding. "No Bullying" and regular guidance classes reinforce the insistence upon respect. Academic support includes reading and math labs, "success" classes, and frequent parent teacher student conferences. Teachers' ownership of the discipline plan has reduced student discipline notices by 40% in the last year.

The soul of Christ the King School is its dedicated faculty. Teachers meet weekly for unity of purpose. Their example of lifelong learning in professional conferences and peer observations is supported by policy and an administrator serving as coach and supervisor.

Fifty-four years ago founding families set the precedent for today's enthusiastic parents. Their KLEA (Kentucky League for Educational Alternatives) Award winning Parent Teacher Organization staffs 22 standing committees. They supply a range of services from art appreciation to yo-yo extravaganzas. The newly commissioned School Board composed of parents and parishioners at large (three alumni) is charged with long range planning, budget and finance, public relations, and assessment. The rich heritage of CKS founders endows "pride in our past and faith in our future."

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools - Item 1

Christ the King School students took CAT-5 in late April from 1996-2001. In 2002 all the schools in the Diocese of Lexington were required to change to the Terra Nova Test and to administer it in mid-March. The rationale was to update both the test and the norm group, and to secure results in the spring so that planning for the following school year could take place in a timely manner. The drop in scores was expected that first year, due to the change in test format and the updated norm group. In the three subsequent years the class of 2005 has improved to the point of eligibility for the Blue Ribbon School Award on the basis of their reading and math scores. Their strongest showing, however, is in the language section of the Terra Nova, where their language, language mechanics, language composite, and spelling scores received the “above” rating. That designation shows significant strength above the expected scores, given their ages and aptitudes.

Customarily, Christ the King students take the standardized test in grades three through seven. Scores have always been above national averages and competitive among diocesan standards in all areas and at all grade levels. In March of 2004, of the 60 sub-scores reported in grades three to seven, 18% (11 scores) were rated “above.” The “above” designation in seventh grade, as an example, shows that in a given area, the class median percentile score is from 3.8 to 10.2 percentile points above the anticipated scores for that class, based on their ages and cognitive skill. Not one of the 60 areas in grades three to seven was designated “below.” In March of 2003, 30% (18 scores) received the “above” ranking, and in 2002, 25% were “above” and only one “below.” All students take the tests. Annually the student scores cluster in the upper range, but one does not see clusters near the lower range.

This school year the math department revamped the curriculum and hopes to see empirical evidence of improvement in the March 2005 scores. The fourth year with Terra Nova should reveal patterns and trends helpful to future instructional improvement planning. Christ the King School gives no entrance exams for admission, and among the student population 8.2% have IDEA designated disabilities. All students take the standardized tests, and no scores are excluded from the report. Only one student in the last three years has taken the tests with accommodations; yet, the test data provided at the end of this document demonstrates overall strength in academics.

The school curriculum is systematically updated to reflect the needs of students as determined by their individual reports from Terra Nova. While curriculum offerings are aligned with national standards, the topics and lessons are deliberately sequenced according to local professional judgment and current research trends. The upper grade students, for example, study science in depth, taking earth science, life science, and physical science in each of three years, rather than covering all areas for shorter periods of time. By graduation students are well prepared for high school courses. Currently, 52% of CKS graduates (24 of 46) who are now freshmen at Lexington Catholic High School are enrolled in honors classes. Twenty-two percent (10 of 46) are in three or more honors classes. Two years ago, the valedictorians of two city high schools were former Christ the King graduates.

In academic competitions this year the varsity team is undefeated. Two current 8th grade students competed in Governor’s Cup State competition last year. Fifty-six percent of the current 8th grade qualified for the Duke University Talent Identification Program, and one student was among the top 14 in the nation by virtue of his perfect score on the ACT. This year 46% of the seventh grade class will be striving for regional, state, or national recognition in that program.

Christ the King School alumni often return to visit and tell of their successes; indeed, many have gone on to become professionals and community leaders. Their witness gives confidence that the education program is of high quality.

Part IV - Item 2

The school seeks parent feedback each spring about their children's experiences and successes in school in the areas of academics, religious formation, and communication with school personnel. Teachers and principal review the surveys to determine program effectiveness and satisfaction.

The Instructional Improvement Plan provides a framework for six years into the future, naming the rotating faculty committees responsible each year. The committee's charge is to analyze the test data related to the designated curriculum area, to review current pertinent research, to align instruction with national standards, to identify assessment strategies and the integration of Catholic values, to recommend appropriate technology, to review materials for textbook selection, and to arrange appropriate staff development in technology and implementation of the new materials. The principal oversees the process and prepares the budget for funding with the School Board.

Each teacher is expected to review the test data for each of her students at the beginning of the school year in order to design optimal instruction. Each teacher also confers with the child's previous teacher to communicate particular needs and effective strategies.

Throughout the school year, the principal, guidance counselor, and academic support teacher review every student's mid-term and trimester grade reports to identify students who need additional assistance. They confer with parents and help teachers make appropriate accommodations.

Part IV - Item 3

In May each family receives their child's individual test results provided by the testing company and explanation. Parents are invited, and many come, to review the current results with the school's guidance counselor. Included with the report are the child's Lexile score and a list of appropriate book titles. A full report is made to the School Board, and biannually, to the Parish Council. A summary of the test results is published in the school newsletter to parents and the parish newsletter mailed to every household in the parish, some 2,700. Christ the King test results are posted on the school website and the combined scores from all the schools of the Diocese on the Diocesan website.

Written documentation of student progress is reported every six weeks through a mid-term progress report or formal report card. Teachers in grades 5-8 keep computerized grade books and produce printouts for the mid-trimester progress reports. Printouts include all assignments and the student's performance on each. Primary and intermediate teachers use daily or weekly notes or assignment notebooks that parents are expected to read and sign. Formal parent teacher conferences are held during the months of October and November, with a 94% attendance rating. At the middle school level, most conferences are team gatherings, with all teachers of a particular student present for comprehensive view of the student's work. Additional conferences are requested as needed throughout the year either by parents, teachers, the academic support teacher, or guidance counselor. Many teachers and parents also keep in touch via email or telephone throughout the year. Students who have individual programs of study are monitored by the, academic support teacher and conferences are held on a regular basis.

School-wide communication and occasional individual correspondence is facilitated by the Communications Committee of the PTO. Each Tuesday they organize and assemble a packet of information for each family in school. Various organizations prepare handouts for this packet, and the principal frequently includes assessment information in her weekly newsletter. A summary of the newsletter is published in the weekly Parish Bulletin for Sunday distribution to all parishioners.

Part IV - Item 4

Christ the King School is a member of the National Catholic Educational Association and faculty members are members of curriculum specific organizations such as NCTM and NCTS. Attending conferences on the Diocesan, State, and National level provides opportunity for networking and the exchange of ideas. In the past several years CKS teachers have presented workshops at the Kentucky Physical Education and Health Teachers' conference, at the Diocese of Lexington Teachers' Conference, and at local faculty meetings.

Several times per year Christ the King School hosts visiting teachers from other Catholic schools in classrooms while classes are in session. The school participates annually with University of Kentucky in their teacher education program by welcoming college students to observe and assist in CKS classrooms. In the most recent semester, seven pre-service teachers have filled their class requirements for observations. The CKS physical education teacher has supervised six student teachers in the last four years and is anticipating another next semester.

The school's guidance counselor and academic support teacher have each instituted meetings with their counterparts in other local non-public schools, both religious and private. The principal is a member of the Diocesan Principal's Association and participates in their formal quarterly meetings. The business manager and principal are members of a new Diocesan Marketing Committee resolved to spread the good news about Catholic schools.

If Christ the King School is named a *No Child Left Behind—Blue Ribbon School* at the announcement in September 2005, it will be the first Catholic School in the Diocese of Lexington to receive this distinction. The doors will be open and the school's experience available to any school, private or public, that is interested in sharing.

PART V – CURRICULUM AND INSTRUCTION

Item 1

All Christ the King Students in grades K-8, receive developmentally appropriate instruction in reading, language arts, math, science, social studies, religion, art, music, physical education, library skills, foreign language, and computer. The school follows the Diocesan curriculum guidelines which are aligned with state curriculum guidelines and national standards. Students are engaged in instruction at or above grade level based on these guidelines. Literature classes in grades six, seven, and eight use materials one year above grade level. Each year a committee studies the existing curriculum and assessment data across all grade levels to direct the curriculum mapping, new technology adoption and textbook adoption for the designated curriculum area. Accommodations are made when necessary for students with special needs; however, their work is still on grade level. This year only one student may be considered to be working on an individual program of study below grade level to accommodate a chronic illness.

A reading specialist provides remediation or enrichment for Kindergarten through fifth grade students in the reading lab. A math tutor provides remediation for students grades 1-5 in math lab. K-5 students study rhythm, melody, singing, movement, composition, and music theory using the Orff-Schulwerk music curriculum and instruments. Sixth grade beginning band elective meets twice weekly and is a one year commitment. Seventh and eighth graders may choose from band, choir, or general music. Regular curriculum is supplemented by parent volunteer readers, current events instructors, and art appreciation presenters on a regular basis.

All students in grades six, seven, and eight attend one class per week in “math challenge” and one in library or reading-writing workshop. The purpose of these two weekly classes is to promote higher level thinking in the essential disciplines of math and language. The teachers provide practice through problem solving, reflective reading, and journaling.

Nine years ago the school responded to the phenomenon of a rapidly growing Hispanic population in central Kentucky by inaugurating a Spanish language and culture program school wide. Spanish is taught in Kindergarten and first grade one time per week and in grades two through five, twice per week. Four years ago foreign language curriculum expanded at the upper grade levels to include French and Latin. Sixth graders take rotating 12 week courses in Spanish, French, and Latin which meet three times per week. 93% of seventh graders begin a two year course in French or Spanish that is equivalent to high school first year of foreign language. An eighth grade option is a full year of Latin. At middle school level a student may be placed in Success class instead of Foreign Language. About 7% take advantage of this course. The Success teacher collaborates with the classroom teacher to provide extra assistance to students who need to improve study skills, organization, or content mastery.

Middle school math students are divided into ability groups based on their standardized test scores and classroom achievement. Virtually no difference exists between the two classes in terms of curriculum offering; however, the more able group may move more quickly and practice more applications. Sixth grade math course is entitled Transitions. All seventh grade students study pre-algebra, and all eighth graders take algebra. Middle school math classes are taught by the lead math teacher assisted by the math lab tutor. Both teachers are present in the classroom for individual assistance. Approximately 90% of CKS graduates enter a geometry math class as high school freshmen. Others may retake algebra according to the high school placement practices.

Part V - Item 2

The underlying philosophy of reading instruction employs all stages of Bloom's Taxonomy. A spiraling approach continually deepens understanding while reviewing and expanding skills. Youngest children learn "sight words" to master knowledge through recall, and progress to deriving understanding. Applying concrete items to real life problems begins as early as first grade and remains constant. As the products of students' applications become more complex, so does their ability to analyze and infer. The synthesis of prior knowledge and new information shows itself in such projects as transforming a novel to a play script. Finally, students evaluate various genre of literature, finding themes of the tragic hero or comparing the many versions of Shakespeare's Romeo and Juliet.

The K-5 curriculum combines whole language and phonemic awareness strategies. The McGraw Hill 2001 series and trade books of authentic literature embed phonemic awareness and study skills. The program is enhanced by Saxon Publisher's Phonics direct instruction method. Existing research suggests that students instructed in this spiraling method 1) improve decoding skills, 2) read above their Lexile, and 3) improve ability to comprehend research and authentic literature. Students who require extra intervention work with an in-house reading specialist up to three times per week to improve decoding, comprehension, and fluency. Students reading above the levels of their peers meet with the specialist to read chapter books in a book club setting.

Students at all grade levels regularly participate in flexible groups for appropriate challenges. The librarian collaborates with classroom teachers to assure appropriate reading level for individual students. Thematic projects using the Internet, periodicals, reference books, and non-fiction resources serve to develop research and writing skills. Oral presentations foster creativity, individuality, and public speaking skills. Students read independently at home and log their progress weekly. Teachers may participate in incentive programs such as "Book It" and "Accelerated Reader." Middle school students have library curriculum rotating weekly with reading-writing workshop for focused reading and response.

Part V - Item 3

The goal of the religion curriculum at Christ the King School is more than passing along the Catholic dogma and tradition of worship. Christ the King School sees its responsibility as an institution of Catholic Education to help students become reflective, responsible citizens of the world. They must learn to use their unique talents to influence positively the issues that will touch their adult lives; therefore, the classes work closely with the Outreach Ministry of Christ the King parish and with the guiding principles of Social Justice Teachings of the Catholic Church. Students learn that they must share the abundance of material wealth that American society enjoys. Remembering that all people of all nations and cultures deserve respect, students learn about their neighbors near and far with the aim of noticing their needs and attempting to alleviate them.

Several years ago, for example, school children raised over \$6,000 to help with the rebuilding of Christ the King Catholic Church in Assasan, Ghana. When parishioners went on mission to assist with the church construction, CKS students sent along used books, school supplies, toys, and clothing for the village children. This fall the former headmaster of the school in Assasan completed a practicum in administration at Christ the King School in preparation for a central role in the education bureau in his country. In his time here he taught in the science, math, and social studies classes. He shared his culture and ideas with teachers, students, and their families. When the parish has sponsored refugee families from Bosnia and Africa students have pitched in. They raised money and then went shopping with a teenage girl for new clothes and school supplies. They have helped children learn English. They have helped with painting furniture, yard work, babysitting, singing, visiting the nursing homes, and praying for others.

Part V - Item 4

An approach Christ the King School has taken to improve student learning is to assess teachers' own methods for learning, and the ways teachers can use their strengths to aid student learning. In an overnight retreat, teachers discovered their own and their colleagues' learning styles. They also learned the value of collaboration in mixed groups for effective learning. The exercise, when applied to each group of students, gave new insights about working with their classes.

Teachers practice to give clear directions, to rehearse appropriate behaviors with students, to provide a variety of sensory clues, to allow movement and constructive noise. When needed, the school has used special sound systems in the classroom for the hearing impaired, or special visuals and colors for visual learners. Teachers have increased the use of student/teacher prepared rubrics given at the outset of the assignment. Many use checklists and portfolios to track student work and to encourage students to track their own progress. Teachers use individual instruction, peer tutoring, cooperative learning, and small group and whole class instruction. Where ever possible cross-curricular and cross grade level work is employed. Sixth and first graders, for example, collaborated on a play. Older and younger students prepared ceramic art. Fourth graders escort and sit with Kindergarten students at Mass.

Because of research and teacher experience, learning by doing is stressed. Science materials for lab work, math manipulatives, student dramatic presentations, movement, and tactile stimulation combine for effective learning. A fifth grade student remarked just last week, "Who knew yeast could be so much fun?"

A favorite staff development workshop is one that focuses on best practices at a specific grade level. The administration encourages teachers to research and adopt various techniques for their own repertoire.

Part V - Item 5

Professional Development:

On-site: Each May the school engages in a full-faculty, all day planning session for the following year. A process for reviewing the year brings together student progress and teacher practice. Prioritizing needs for the following year, the administration invites presenters to bring information to the staff either in special summer sessions, or in the fall meetings. The topic(s) are revisited as necessary each month.

Diocesan Teacher Conferences: Bi-annual conferences for the teachers in Diocesan schools are planned by teachers. Workshops and sharing panels put teachers in touch with one another and current practices.

Conferences and conventions: CKS budgets for each teacher to attend at least one professional conference per year on a topic of his/her choosing. When the Ohio Catholic Education Conference is held in Cincinnati, the entire faculty attends the two day series of meetings.

Teachers helping teachers: Teachers share their insights at grade level or full faculty meetings when they return from conferences. Teachers with expertise in a given area, particularly technology, train their peers. Every teacher is expected to spend at least a half day per year observing another teacher teaching at Christ the King School or in another local school, public or private.

Catechist certification: Teachers of religion are required to become certified catechists and may do so in: formal classes, study circles, or online programs.

Graduate courses: Teachers are encouraged to continue graduate education. A salary increase rewards Masters Degrees. Seventy-four percent of the faculty hold Masters Degrees, two teachers are at the highest public school rank, and one has achieved PhD status.

Teachers' professional development activities give a positive example for students and equip teachers with the latest in research and practice. Students benefit from teachers' desire to meet special needs and to boost the achievement of each child in school.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): NCEA (National Catholic Educational Association)
KLEA (Kentucky League of Educational Alternatives)
KNPSC (Kentucky Non-Public Schools Commission)

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|
| \$ _____ K | \$ _____ 1 st | \$ _____ 2 nd | \$ _____ 3 rd | \$ _____ 4 th | \$ _____ 5 th |
| \$ _____ 6 th | \$ _____ 7 th | \$ _____ 8 th | \$ _____ 9 th | \$ _____ 10 th | \$ _____ 11 th |
| \$ _____ 12 th | \$ * _____ Other | | | | |

*K each child = \$2,270

1-8 1 child = \$2,400

2 children = \$4,680

3 children = \$6,360

4 children = \$7,570

1-8 Catholic non-parishioner each child = \$3,800

1-8 Other Faith Traditions each child = \$5,000

4. What is the educational cost per student? \$3,650.
 (School budget divided by enrollment)
5. What is the average financial aid per student? \$960.
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 29 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 89 %

Christ the King School Grade 7 Math
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 65 | 71 | 66 |
| Number of students tested | 59 | 59 | 53 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | NA | NA | NA |
| 1. _____(specify subgroup) | | | |
| Number of students tested | | | |

Christ the King School Grade 7 Reading
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 68 | 73 | 69 |
| Number of students tested | 59 | 59 | 53 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | NA | NA | NA |
| 1. _____(specify subgroup) | | | |
| Number of students tested | | | |

Christ the King School Grade 6 Math
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 6 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 63 | 61 | 68 |
| Number of students tested | 57 | 62 | 59 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. _____ (specify subgroup) | NA | NA | NA |
| Number of students tested | | | |

Christ the King School Grade 6 Reading
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 6 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 63 | 66 | 71 |
| Number of students tested | 57 | 62 | 59 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. _____ (specify subgroup) | NA | NA | NA |
| Number of students tested | | | |

Christ the King School Grade 5 Math
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 5 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

| | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 71 | 63 | 62 |
| Number of students tested | 60 | 60 | 61 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | NA | NA | NA |
| 1. _____ (specify subgroup) | | | |
| Number of students tested | | | |

Christ the King School Grade 5 Reading
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 5 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 72 | 68 | 67 |
| Number of students tested | 60 | 60 | 61 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | NA | NA | NA |
| 1. _____(specify subgroup) | | | |
| Number of students tested | | | |

Christ the King School Grade 4 Math
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 78 | 76 | 72 |
| Number of students tested | 56 | 59 | 60 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. _____ (specify subgroup) | NA | NA | NA |
| Number of students tested | | | |

Christ the King School Grade 4 Reading
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 75 | 73 | 68 |
| Number of students tested | 56 | 59 | 60 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. _____(specify subgroup) | NA | NA | NA |
| Number of students tested | | | |

Christ the King School Grade 3 Math
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 65 | 71 | 68 |
| Number of students tested | 60 | 60 | 60 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. _____ (specify subgroup) | NA | NA | NA |
| Number of students tested | | | |

Christ the King School Grade 3 Reading
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

| | 2003- 2004 | 2002- 2003 | 2001- 2002 |
|---|---------------|---------------|---------------|
| Testing month | March | March | March |
| SCHOOL SCORES | | | |
| Total Score | 65 | 67 | 69 |
| Number of students tested | 60 | 60 | 60 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | NA | NA | NA |
| 1. _____ (specify subgroup) | | | |
| Number of students tested | | | |